

CTE Standards Unpacking
Nutrition and Wellness

Course: Nutrition and Wellness

Course Description: Nutrition and Wellness educates students to make healthy lifestyle choices for personal, family, and career success across the lifespan. Topics include the impact of technology on nutrition, food choices, wellness and stress management, meal planning and preparation, dietary guidelines, and food safety and sanitation practices.

Career Cluster: Human Services

Prerequisites: None

Program of Study Application: Nutrition and Wellness is a pathway course in the Human Services career cluster, Personal Care Services, Family and Community Services/Mental Health Services and Early Childhood Development and Services pathways. A student would participate in Introduction to Human Services prior to participation in this course. Nutrition and Wellness prepares a student to participate in additional pathway courses in the personal care services, family and community services/mental health services, or early childhood development and services pathways.

INDICATOR #NW 1: Evaluate factors that influence nutrition		
SUB-INDICATOR 1.1 (Webb Level: 3 Strategic Thinking): Investigate the impact of technology and media on food and health practices.		
SUB-INDICATOR 1.2 (Webb Level: 4 Extended Thinking): Analyze the effects of psychological, cultural, economic and social influences on food choices and other nutrition practices.		
SUB-INDICATOR 1.3 (Webb Level: 2 Skill/Concept): Determine the effects of nutrition on health, appearance, and peak performance.		
Knowledge (Factual): -Technology concerns, issues, & topics: <ul style="list-style-type: none"> ○ product development, individualized products, low-fat, low-calorie, sugar-free, sugar substitutes, etc. ○ social media, apps -Nutrients -Portion Control	Understand (Conceptual): -As technology and demand for new products increase, consumer food decisions are becoming more complex. -There are many factors that influence our food choices and nutritional practices.	Do (Application): -Discuss the impact of commercials, apps, and social media on food related choices. -Compare and contrast factors related to personal food choices. -Research how culture influences food choices. -Compare and contrast healthy and unhealthy body image.

<p>-Nutrition Food Label</p> <p>-Personal Food Choices</p> <p>-Eating Disorders/Healthy Body Image</p>	<p>-Informed consumers consider the effects of foods on health, appearance, and peak performance when making purchasing decisions.</p> <p>-You are what you eat.</p> <p>-It is important to have a healthy body image.</p>	
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> Analyze the impact of media and technology on food choices. Evaluate the complexity of making food choices and decisions. Identify components of a healthy body. Assess the importance of proper nutritional intake and physical activity. 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>The Performance Task suggestions at right integrate one or more of the following academic standards:</p> <p>ELA Reading Informational Text Standard: 9-12.RI.1 Cite strong, relevant evidence</p> <p>ELA Writings Standards: 9-12.W.6 Use technology to produce and publish; 9-12.W.10 Write routinely to research, reflect, and revise.</p> <p>ELA Speaking and Listening Standard: 9-12.SL.4 Present information, findings, and supporting evidence</p> <p>Educational Technology Standard: 9-12.NC.3.1 Analyze intended and unintended impacts of a system (ie. social media's impact on society).</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Carry out the FCCLA STAR Event Nutrition and Wellness project to evaluate the student's diet. (9-12.RI.1, 9-12.W.10)</p> <p>-Analyze the impact of societal/personal/cultural values and economical situations on personal food choices. (9-12.RI.1, 9-12.W.10, 9-12.NC.3.1)</p> <p>-Create a presentation that analyzes the impact of media on food choices. (9-12.RI.1, 9-12.W.6, 9-12.SL.4, 9-12.NC.3.1)</p> <p>-Create a poster on healthy body image. (9-12.RI.1, 9-12.W.6, 9-12.W.10, 9-12.SL.4, 9-12.NC.3.1)</p>	

INDICATOR #NW 2: Evaluate the needs of individuals and families in relation to health, nutrition, and wellness across the lifespan

SUB-INDICATOR 2.1 (Webb Level: 1 Recall): Identify dimensions of wellness

SUB-INDICATOR 2.2 (Webb Level: 4 Extended Thinking): Apply current dietary guidelines to meet nutrition and wellness needs.

SUB-INDICATOR 2.3 (Webb Level: 1 Recall): Describe the effect of physical activity on health, appearance, and peak performance.

SUB-INDICATOR 2.4 (Webb Level: 4 Extended Thinking): Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
<ul style="list-style-type: none"> -Health and Wellness Components: Social, Environmental, Emotional, Spiritual, Intellectual, Physical -Nutrition Health Risk -Diet related diseases -Dietary Guidelines for Americans -MyPlate -Recommended Daily Allowances -How to read food labels -Eating disorders and their effects on healthy such as anorexia, bulimia, and binge eating 	<ul style="list-style-type: none"> -There are multiple dimensions to wellness. -Dietary guidelines are designed to meet current nutritional and wellness needs. -Physical activity is a vital part of any health plan. -Nutrition consumption is correlated to nutritional health risks. 	<ul style="list-style-type: none"> -Complete and reflect on a wellness inventory. -Analyze recommended dietary allowances. -Analyze a food product for nutritional content. -Assess case studies for different characteristics of eating disorders. -Create a personal physical fitness plan.

Benchmarks:

Students will be assessed on their ability to:

- Define the dimensions of wellness.
- Apply the wellness dimensions to personal life.
- Identify how physical activity is a vital part of their health plan.
- Evaluate how nutrition consumption is correlated to nutritional health risks.

Academic Connections	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>The Performance Task suggestions at right integrate one or more of the following academic standards:</p> <p>ELA Reading Informational Text Standard: 9-12.RI.8 Evaluate an argument...assessing whether the reasoning is valid</p> <p>ELA Writings Standards: 9-12.W.1 Write arguments to support claims <i>OR</i> 9-12.W.2 Write informative/explanatory texts to examine and convey complex ideas; 9-12.W.7 Conduct short as well as sustained research</p> <p>ELA Speaking and Listening Standard: 9-12.SL.4 Present information, findings, and supporting evidence</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Create a Meal Plan and analyze how it meets nutritional standards. (9-12.RI.8, 9-12.W.1, 9-12.SL.4)</p> <p>-Compare and contrast food products for nutritional and price value. (9-12.RI.8, 9-12.W.2, 9-12.W.7)</p> <p>-Propose a redesign of the MyPlate model to incorporate physical activity into daily life and support your suggestions through writing. (9-12.RI.8, 9-12.W.1, 9-12.W.2, 9-12.W.7, 9-12.SL.4)</p>

INDICATOR #NW 3: Evaluate factors that affect food safety.		
SUB-INDICATOR 3.1 (Webb Level: 4 Extended Thinking): Apply practices to promote safe food handling.		
SUB-INDICATOR 3.2 (Webb Level: 1 Recall): Describe food borne illness that cause health issues.		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Food Borne Illnesses -Federal Food Safety Agencies: CDC, FDA, USDA, FTC, NMFS, Etc. -Food Temperature Danger Zone 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -It's important to follow proper food handling and sanitation procedures to avoid foodborne illness. -It is vital to wash your hands prior to handling any food. 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Recognize food safety hazards and how to prevent them. -Correlate federal agencies and their roles in the area of food safety. -Interpret video for food safety hazards.

<p>-4 C's to Food Safety (Clean, Cook, Chill, Cross Contamination/Separate)</p>	<p>-It is vital to wash produce prior to preparation or consumption.</p> <p>Food that is not temperature controlled can pose a health risk.</p>	<p>-Analyze various scenarios for temperature-based food safety concerns.</p>
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Determine cause and effect of unsafe food handling and risk of foodborne illness. • Describe the importance of food safety procedures. • Classify federal agencies roles in food safety. • Synthesize knowledge of safe food handling to identify and solve food safety hazards. 		
<p style="text-align: center;"><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>The Performance Task suggestions at right integrate one or more of the following academic standards:</p> <p>ELA Reading Informational Text Standard: 9-12.RI.2 Determine the central idea of a text</p> <p>ELA Writings Standards: 9-12.W.1 Write arguments to support claims <i>OR</i> 9-12.W.2 Write informative/explanatory texts to examine and convey complex ideas; 9-12.W.6 Use technology to produce and publish</p> <p>ELA Speaking and Listening Standard: 9-12.SL.4 Present information, findings, and supporting evidence</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Create a product (video, poster, Animoto, Most Wanted brochure) about a food borne illness. (9-12.RI.2, 9-12.W.2, 9-12.W.6, 9-12.SL.4)</p> <p>-Compose a PSA about food safety procedures. (9-12.RI.2, 9-12.W.2, 9-12.W.6, 9-12.SL.4)</p> <p>-Match federal agencies to their roles in the area of food safety.</p> <p>-Set up a CSI Crime scene with various kitchen hazards that students need to identify. Students need to defend their suggested changes to bring safety to the scene. (Can use pictures of hazards, on a PowerPoint or actual situation in a classroom kitchen). (9-12.W.2, 9-12.SL.4)</p>	

INDICATOR #NW 4: Demonstrate ability to acquire, handle, and utilize foods to meet nutrition and wellness needs of individuals and families across the lifespan.

SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Plan and prepare a meal incorporating nutritional guidelines.

SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

SUB-INDICATOR 4.3 (Webb Level: 2 Skill/Concept): Use kitchen tools and equipment in a proper and safe manner.

Knowledge (Factual): -Personal nutritional needs -Usage and safety of kitchen tools and equipment -Selection, preparation, and storage of food	Understand (Conceptual): -When planning a meal, it is important to consider health and nutrition guidelines. -Nutritious meal planning and preparation requires many steps. -Improper use of kitchen tools poses significant danger.	Do (Application): -List in order the steps to plan and prepare a nutritious meal. -Match the kitchen tool to the proper usage. -Identify what tools and equipment would be needed to prepare a meal. -Tour a grocery store to make selections based on factors such as: cost, unit cost, quality, and nutritional content.
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Benchmarks:

Students will be assessed on their ability to:

- Apply knowledge and skills to safely plan and prepare a nutritious meal.
- Categorize kitchen tools and equipment based on their proper usage.
- Show the ability to select foods based cost, quality, and nutritional content.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): The Performance Task suggestions at right integrate one or more of the following academic standards:	Sample Performance Task Aligned to the Academic Standard(s): -Practice knowledge and skills in cooking labs. -Write out the steps needed to prepare a nutritious meal. (9-12.W.10)
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<p>ELA Reading Informational Text Standard: 9-12.RI.1 Cite strong, relevant evidence</p> <p>ELA Writings Standards: 9-12.W.7 Conduct short as well as sustained research; 9-12.W.10 Write routinely to research, reflect, and revise</p> <p>ELA Speaking and Listening Standard: 9-12.SL.4 Present information, findings, and supporting evidence</p>	<p>-Reflect on data collected at a grocery store based on specific criteria. (9-12.RI.1, 9-12.W.7, 9-12.W.10)</p> <p>-Prepare a nutritious meal or food item in a lab setting. Reflect on the process and share your findings. (9-12.W.10, 9-12.SL.4)</p>
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Additional Resources

- SuperTracker <https://supertracker.usda.gov/>
- Choose MyPlate <https://www.choosemyplate.gov/>
- Dietary Guidelines for Americans <https://www.cnpp.usda.gov/2015-2020-dietary-guidelines-americans>
- How to Understand and Use the Nutrition Facts Label <https://www.fda.gov/food/ingredientspackaginglabeling/labelingnutrition/ucm274593.htm>
- Fed Up Documentary
- FCCCLA Projects <http://fcclainc.org/programs/star-event-descriptions.php>
- Six Dimensions of Wellness http://www.nationalwellness.org/?page=Six_Dimensions
- Food Safety Guidelines <https://www.foodsafety.gov/keep/index.html>
- Food Borne Illness <https://www.cdc.gov/foodsafety/foodborne-germs.html>
- Dove Campaign for Real Beauty <https://www.dove.com/us/en/stories/campaigns.html>
- Common Sense Media Children, Teens, Media, and Body Image <https://www.common Sense media.org/research/children-teens-media-and-body-image>
- U.S. Food and Drug Administration <https://www.fda.gov/>
- The 4 C's to Food Safety <http://www.safe food.eu/Food-Safety/The-4-Cs.aspx>
- U.S. Dept. of Ag <https://www.usda.gov/>
- Glo Germ <http://www.glogerm.com/>
- FDA/NSTA Science and our Food Supply Curriculum <https://www.fda.gov/food/foodscienceresearch/toolsmaterials/scienceandthefoodsupply/default.htm>
- CDC Solve the Outbreak <https://www.cdc.gov/mobile/applications/sto/web-app.html>